

Course Guide 10443NAT Diploma of Facilitative Management



Who is it for?

This qualification reflects the roles of individuals who deliver group facilitation services in participatory processes across diverse industry and community contexts.

These individuals:

- may manage processes for collaboration, consultation or engagement
- have a sound theoretical knowledge base
- use a range of specialised, technical and process management competencies to initiate, plan, implement and review their own work and/or the work of others.

Job roles and titles will vary across different industry sectors.

What learning does it provide?

The outcomes of this course correspond to Australian Qualifications Framework Level 5.

Graduates have:

- *theoretical and technical knowledge* in ToP facilitation processes, participatory strategic planning, human value systems and principled negotiation
- *specialised knowledge and skills* in participatory facilitation, value systems and principled negotiation, appropriate for managing processes for collaboration, consultation or engagement
- *skills and knowledge* to:
 - make independent judgements, operating as a team leader in an organisation or as an external contractor
 - analyse, design, communicate, implement and evaluate participatory processes in defined contexts
 - take responsibility and accountability for their own work and that of others.

How can it be used?

Examples of application of broad cognitive, technical and communication skills include:

- facilitation of participatory strategic planning exercises in business or community contexts
- facilitated development of performance logic and reporting frameworks, based on articulation of shared outcomes and targets
- management of stakeholders through the use of participatory tools and approaches for communication.

What does it require?

Indicative *volume of learning*: 1010 hours

Learning will take place in face-to-face learning mode (ToP Modules 1 to 5), supervised non-classroom mode and non-supervised activity.

Supervised non-classroom work will vary with employment status, type of facilitation/project work and access to live facilitation/project work.

Non-supervised activity requires the participant to:

- undertake self-paced study
- undertake field work relating to facilitation sessions if possible and where available
- collect and analyse facilitation related data
- design, deliver and document facilitated sessions in a range of settings and/or occasions
- consult and/or negotiate with an organisation with respect to those facilitated sessions
- engage in critical self-reflection on each aspect of their facilitative management performance
- consulting with organisation and subject matter experts, and
- preparing a portfolio of evidence where possible and applicable as part of the assessable activities.

Potential pathways into the Diploma of Facilitative Management are:

- a relevant qualification *and/or*
 - relevant vocational experience
- e.g. in facilitation, management and leadership, organisational development, human resource management or training.

On entry to the course learners should have:

- sound written and oral communication skills
- sound literacy and numeracy skills.

How is it assessed?

Refer to the Participant Handbook for overview information about Assessment.

A range of assessment methods may be used to assess practical skill and knowledge for this course:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge of managing ToP facilitation processes and their application in different situations
- analysis of responses in addressing case studies and scenarios that present facilitation issues and problems
- observation of demonstrated techniques, methods and processes
- assessment of documentation related to managing ToP facilitation process issues and recommended improvements

Assessment may be conducted holistically on multiple units to enable candidates to demonstrate integration of learning across their facilitation practice and development.

If using this approach, evidence should be gathered by nominating one or more projects to demonstrate the skills and knowledge from those units and their application.

Assessors will discuss with candidates the assessment approach which is most appropriate to the candidate and their environment, and which meets the requirements of the qualification.

Assessors will need to liaise with managers or persons with insightful knowledge at the candidate's workplace, whether that is a simulated job role in the workplace or an actual position held in the workplace.

The following pages describe the four units of competency and set out elements (essential outcomes) and performance criteria (required performance) for assessment. They also set out required skills and knowledge and range statements (required scope in assessments).

DFMGFM501A Manage ToP facilitation processes

Description

This unit relates to facilitating participatory processes in an organisation or a business, or as a consultant.

In this context, facilitation is defined as:

- helping a group of people understand their common objectives
- assisting them to reach a set of collectively owned decisions or actions in relation to the objectives
- where the facilitator is responsible for the group process, and stays neutral with respect to content.

Required Knowledge

- the different components of the ToP focused conversation and consensus workshop methods
- the underlying dynamics of facilitation, and how these relate to ToP and other facilitation methods
- components for ToP and customised session plans
- facilitation tools for discerning the facilitation task and for gathering and processing information
- tools for self-reflection and process evaluation

Required Skills

- Facilitation design and performance skills to:
 - design and deliver session plans for focussed conversations and consensus workshops
 - track facilitation implementation against design outcomes and adjust in real time
- Reflection skills to:
 - review application of the underlying dynamics of facilitation and maintain skill development
- Planning and organisational skills to:
 - determine how to effectively apply ToP facilitation processes
 - identify specific facility, technology and equipment needs for each session and plan
- Technology skills to:
 - produce documents and prepare presentations
 - communicate through email and the web
- Literacy skills to:
 - document facilitation session plans and outcomes, both as designed and as implemented
 - prepare or customise materials such as hand outs and information sheets

DFMGFM501A Manage ToP facilitation processes

Elements	Performance Criteria
1 Establish facilitation context and framework	1.1 Analyse drivers and needs of facilitation sessions
	1.2 Define and agree on facilitation topic and outcomes
	1.3 Develop and communicate an open ended question to focus a facilitation session
2 Design and deliver ToP facilitation processes	2.1 Design ToP facilitation processes to accepted international standards
	2.2 Identify and evaluate the procedures, timeframes, risks and materials associated with the processes
	2.3 Deliver ToP facilitation processes, modifying the process plan as required in response to group dynamics
	2.4 Manage the procedures, timeframes, risks and materials associated with the facilitation processes
3 Customise a ToP or complementary process	3.1 Research and evaluate other facilitation tools or processes that illustrate the underlying dynamics of facilitation in the context of a specific situation, group or technology
	3.2 Develop and combine complementary tools into a coherent facilitation process which gives effect to the underlying dynamics
	3.3 Deliver the customised process, modifying the process plan as required in response to group dynamics
4 Evaluate facilitation performance	4.1 Critically reflect on and evaluate facilitation performance of ToP and customised sessions
	4.2 Identify and document issues and opportunities for improvement in future facilitation processes

Range statement (required scope in assessment)
<p>Open ended question must include:</p> <ul style="list-style-type: none"> • language that invites a more extended response, beyond yes or no, as a way of initiating and maintaining dialogue • subject, timeframe/duration, participants, context and desired outcome <p>ToP facilitation processes must include:</p> <ul style="list-style-type: none"> • ToP focused conversation method and definitions of the objective, reflective, interpretive and decisional levels • ToP consensus workshop method and definitions of context, brainstorm, organise, name, and reflect <p>Procedures and timeframes may include:</p> <ul style="list-style-type: none"> • identifying major process steps required to achieve the desired outcome • identifying and sequencing the key outputs for each step of the facilitation plan, ready for implementation • establishing the combination of information and instructions to give, and questions to ask that will result in the key outputs • estimating and prioritising how long the procedures will take individually and collectively <p>Risks may include:</p> <ul style="list-style-type: none"> • unavailability of key participants • incorrectly assessed social, cultural, economic, political or technical factors driving and/or contributing to the facilitation session • inappropriate venue and/or space for the facilitation session • inadequate provision of materials • inappropriate time or duration to implement the facilitation plan <p>Materials may include:</p> <ul style="list-style-type: none"> • stationery, equipment, technology and other resources to implement a facilitation plan <p>Underlying dynamics of facilitation refers to:</p> <ul style="list-style-type: none"> • open with purpose, divergent thinking, shared context, convergent thinking, and close with commitment

DFMPIN502A Manage ToP strategic thinking and planning processes

Description

This unit relates to working with and valuing diversity within a group, other individuals and oneself.

In this context, facilitation is defined as:

- helping a group of people understand their common objectives
- assisting them to reach a set of collectively owned decisions or actions in relation to the objectives
- where the facilitator is responsible for the group process, and stays neutral with respect to content.

Required Knowledge

- The range of images, values, abilities and styles that people use to filter information
- The model of individual and collective image formation and its role in leading change
- The model of Multiple Intelligences and the different ways people think, learn, communicate and make decisions
- The model of Spiral Dynamics and its role in leading change

Required Skills

- Communicating knowledge verbally and in writing
- Planning and organisational skills to:
 - determine how to effectively apply skills and attributes for working with diversity to ToP facilitation processes
 - reflect the group and individual needs and learner characteristics within session plans
 - identify specific facility, technology and equipment needs for each session and plan
- Facilitation design and performance skills to:
 - design session plans to facilitate changes in behaviour
 - use the required knowledge to facilitate participation in groups particularly through room set up and use of materials
- Technology skills to:
 - produce documents and prepare presentations
 - communicate through email and the web
- Literacy skills to:
 - document facilitation session plans and outcomes, both as designed and as implemented
 - prepare or customise materials such as handouts and information sheets
 - document research findings
- Reflection skills to:
 - identify learnings and areas for improvement from application of the required skills and attributes
 - maintain skill development
- Recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of differing beliefs

DFMSTP502A Manage ToP strategic thinking and planning processes

Elements		Performance Criteria	Range statement (required scope in assessment)
1 Develop the overall focus question	1.1	Analyse drivers and needs of facilitated ToP strategic thinking and planning sessions	<p>➔ ToP strategic thinking and planning refers to:</p> <ul style="list-style-type: none"> the sequence comprising practical vision, underlying reality, strategic directions and action planning <p>Focus questions must include:</p> <ul style="list-style-type: none"> an open-ended question as the central point of dialogue. It involves aspects of subject, timeframe and duration, participants, context and desired outcome. <p>Practical vision refers to:</p> <ul style="list-style-type: none"> the desired future state of the business, organisation or community <p>Managing group dynamics may include:</p> <ul style="list-style-type: none"> closely observing group responses to and perceptions adapting facilitation plans in response to issues and opportunities as they arise <p>Underlying reality refers to:</p> <ul style="list-style-type: none"> the current situation of the business, organisation or community, with respect to the vision <p>Strategic directions refers to:</p> <ul style="list-style-type: none"> the broad directions the business, organisation or community will take to get from the current situation to the desired future state <p>Action plan refers to:</p> <ul style="list-style-type: none"> an integrated set of S.M.A.R.T. plans to implement the directions
	1.2	Define and agree on strategic facilitation topic and outcomes	
	1.3	Develop and communicate open ended focus questions to guide the strategic thinking and planning process.	
	1.4	Identify, document and plan for the logistics required to achieve the desired outcomes	
2 Design and deliver the practical vision, underlying reality and strategic direction stages	2.1	Design facilitation processes for the practical vision in relation to the focus question	
	2.2	Deliver practical vision facilitation processes, managing group dynamics in real time	
	2.3	Design facilitation processes for the underlying reality in relation to the practical vision	
	2.4	Deliver underlying reality facilitation processes, managing group dynamics in real time	
	2.5	Design facilitation processes for the strategic directions in relation to the practical vision and underlying reality	
	2.6	Deliver strategic directions facilitation processes, managing group dynamics in real time	
3 Develop a suite of action plans necessary to implement the strategic directions	3.1	Construct an open ended question specifically to guide the development of an integrated action plan	
	3.2	Design facilitation processes for an integrated action plan	
	3.3	Deliver action plan facilitation processes, managing group dynamics in real time	
	3.4	Reflect on and evaluate facilitation performance across the ToP strategic thinking and planning sequence	

DFMPIN503A Facilitate within diverse value systems

Description

This unit relates to working with and valuing diversity within a group, other individuals and oneself.

In this context, facilitation is defined as:

- helping a group of people understand their common objectives
- assisting them to reach a set of collectively owned decisions or actions in relation to the objectives
- where the facilitator is responsible for the group process, and stays neutral with respect to content.

Required Knowledge

- The range of images, values, abilities and styles that people use to filter information
- The model of individual and collective image formation and its role in leading change
- The model of Multiple Intelligences and the different ways people think, learn, communicate and make decisions
- The model of Spiral Dynamics and its role in leading change

Required Skills

- Communicating knowledge verbally and in writing
- Planning and organisational skills to:
 - determine how to effectively apply skills and attributes for working with diversity to ToP facilitation processes
 - reflect the group and individual needs and learner characteristics within session plans
 - identify specific facility, technology and equipment needs for each session and plan
- Facilitation design and performance skills to:
 - design session plans to facilitate changes in behaviour
 - use the required knowledge to facilitate participation in groups particularly through room set up and use of materials
- Technology skills to:
 - produce documents and prepare presentations
 - communicate through email and the web
- Literacy skills to:
 - document facilitation session plans and outcomes, both as designed and as implemented
 - prepare or customise materials such as handouts and information sheets
 - document research findings
- Reflection skills to:
 - identify learnings and areas for improvement from application of the required skills and attributes
 - maintain skill development
- Recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of differing beliefs

DFMDVS503A Facilitate within diverse value systems

Elements		Performance Criteria	Range statement (required scope in assessment)
1	Apply the theory of image formation	1.1 Research the theory of image formation and processes for forming individual and collective self-images	<p>➔ Theory of image formation refers to Boulding’s theory of knowledge structures:</p> <ul style="list-style-type: none"> • ‘Images of fact’ and ‘images of value’ • Images govern behaviour • Images are changed by ‘messages’ or structured experiences <p>➔ Schematic applications may include:</p> <ul style="list-style-type: none"> • outlines for plans to facilitate changes in behaviour, and sessions within these plans <p>➔ Multiple intelligences refers to Gardner’s theory of different ways of being ‘smart’:</p> <ul style="list-style-type: none"> • Visual-spatial intelligence –image smart • Logical-mathematical intelligence – logic smart • Verbal-linguistic intelligence – word smart • Musical-rhythmic intelligence – sound smart • Bodily-kinaesthetic intelligence – body smart • Interpersonal intelligence – people smart • Intrapersonal intelligence – self smart • Naturalist intelligence – nature smart <p>➔ Multi-modal learning process may include:</p> <ul style="list-style-type: none"> • self-directed learning plans that use multiple intelligence tools and formats to strengthen learning <p>➔ Spiral dynamics refers to Graves’ spiral developmental model of worldviews, as expanded by Beck and Cowan:</p> <ul style="list-style-type: none"> • the distinguishing characteristics of each worldview and the value and pitfalls of the theory • the motivating factors that push and pull individuals and organisations to journey through the levels of the spiral
		1.2 Identify and agree potential shifts in individual and collective images in the context of a facilitated session	
		1.3 Outline schematic applications for the process to address individual and collective self-image	
2	Apply the theory of multiple intelligences	2.1 Research and apply the theory of multiple intelligences to participatory facilitation processes	<p>➔</p> <p>➔</p> <p>➔</p> <p>➔</p>
		2.2 Design facilitation processes to enhance participation for people with different multiple intelligence profiles	
		2.3 Design a personal multi-modal learning process that uses the eight ways of knowing	
3	Apply the theory of spiral dynamics	3.1 Research and apply the theory of spiral dynamics to participatory facilitation	<p>➔</p>
		3.2 Outline schematic applications of the theory of spiral dynamics to participatory facilitation processes	
4	Design and deliver plans to facilitate change in behaviour	4.1 Identify and evaluate diverse situations in which to apply the models and document outcomes from facilitation interventions	<p>➔</p>
		4.2 Design and deliver sessions aimed at behavioural change in a group or individual	
		4.3 Monitor and evaluate interventions for consistency, valuing of diversity, contextual relevance, and agreed facilitation goals	

DFMPIN504A Facilitate principled influencing and negotiating

Description

This unit covers application of a set of 'micro-skills', to facilitation processes, and their cumulative impact on influencing and negotiating change.

In this unit, ***influencing and negotiating*** is defined as a continuous flow:

- Being ourselves – individual authenticity and choice
- Connecting – building rapport and demonstrating empathy
- Understanding – enabling dialogue and trust
- Transforming – generating options for mutual benefit
- Resolving – gaining agreement and commitment

Required Knowledge

- The different steps that comprise the guiding image/model for principled influencing and negotiating
- The set of attributes and skills which bridge between the steps
- The unifying processes of expanding possibilities and generating agreement
- The underlying processes of principled influencing and negotiating, their relation to underlying dynamics of participatory process, and the implications for one's own facilitation practice.

Required Skills

- Facilitation design and performance skills to:
 - create effective session plans and implement facilitation flows
 - ask questions to surface differences between expression and intent in communication
 - engage in deep listening
 - ask questions to change frames of reference, test understanding, clarify communication, and keep it on track
 - explain potential techniques to prevent, resolve, or contain conflict as appropriate to the situation
 - respond to difficult behaviours through an assertive sequence, I~language, proactive language, collaborative language, antidote questions
 - model the dimensions of authenticity, acceptance and empathy for creating connection
 - articulate clear intention and values and elicit these from others in communication
 - develop trust and confidence through creating rapport, perceptual positioning, building empathy
- Planning and organisational skills to:
 - determine how to effectively apply principled influencing and negotiation skills and attributes to ToP facilitation processes
- Technology skills to:
 - produce documents and prepare presentations
 - communicate through email and the web
- Literacy skills to:
 - document facilitation plans for influencing and negotiation
 - document influencing and negotiation outcomes
- Reflection skills to:
 - identify learnings and areas for improvement from application of the skills and attributes
 - maintain skill development
- Recognising and being sensitive to individual difference and diversity, e.g.:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of differing beliefs

DFMPIN504A Facilitate principled influencing and negotiating

Elements	Performance Criteria
1 Apply principled influencing behaviours	1.1 Demonstrate integrity through authenticity, acceptance and empathy in personal communication relationships and day-to-day leadership roles
	1.2 Apply behaviours for creating connection and clarifying intention and values.
	1.3 Evaluate personal influencing style as applied to given contexts.
2 Apply intentional communication behaviours	2.1 Identify and demonstrate behaviours for deep listening
	2.2 Apply an assertive communication style in seeking and providing feedback
	2.3 Analyse nature and impact of own and others' communication behaviours and develop approaches to best enable the underlying dynamics of participatory process
3 Apply conflict reframing techniques and processes	3.1 Identify and apply techniques for responding to difficult behaviours and approaches to transforming conflict
	3.2 Reflect on and evaluate personal effectiveness in developing conflict reframing competence
4 Apply principled negotiation in processes for resolution	4.1 Apply the components of principled negotiation in implementing facilitation processes
	4.2 Apply approaches for expanding possibilities in negotiation and facilitation processes
	4.3 Identify and document levels of agreement and approaches for building and checking agreement progressively and for closing agreement
	4.4 Identify and review proposals for further development of own practice of principled influencing and negotiation skills and attributes

Range statement (required scope in assessment)
<p>Behaviours for deep listening must include:</p> <ul style="list-style-type: none"> • three stages of attending, following, reflecting • surfacing underlying intent of what is said and done (expression and behaviours) • three stages of reflecting content, reflecting emotion, reflecting meaning
<p>Assertive communication style must include:</p> <ul style="list-style-type: none"> • three stages of describing behaviour, describing feeling, describing impact • asking for information or different behaviour
<p>Approaches to transforming conflict must include:</p> <ul style="list-style-type: none"> • symptoms and causes of conflict • shifting roles from the Drama Triangle to the Empowerment Dynamic
<p>Components of principled negotiation must include:</p> <ul style="list-style-type: none"> • separating people from the problem • focusing on interests not positions • creating options for mutual benefit • using equitable and objective criteria
<p>Approaches for expanding possibilities must include:</p> <ul style="list-style-type: none"> • dovetailing interests • surfacing interests, needs and preferences • eliciting answers for others • reframing • bridging gaps